DOCUMENT RESUME

ED 474 317 CE 084 631

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TITLE	Action Learning: Images and Pathways. Professional Practices in Adult Education and Lifelong Learning Series.
ISBN	ISBN-1-57524-203-6
PUB DATE	2003-00-00
NOTE	213p.; Foreword by Reginald W. Revans.
AVAILABLE FROM	Krieger Publishing, P.O. Box 9542, Melbourne, FL 32902-9542 ($29.50). Tel: 321-724-9542; Fax: 321-951-3671; e-mail: info@krieger-publishing.com; Web site: http://www.krieger-publishing.com/ index.htm.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055) -- Information Analyses (070)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	Action Research; Active Learning; Adult Development; Adult Education; Adult Educators; *Adult Learning; Adult Students; *Andragogy; Conceptual Tempo; Constructivism (Learning); *Context Effect; Corporate Education; Culturally Relevant Education; Definitions; Discourse Analysis; Educational Practices; Educational Research; Educational Theories; *Experiential Learning; Informal Education; Learner Controlled Instruction; Learning Activities; *Learning Processes; Learning Theories; Lifelong Learning; Postsecondary Education; Prior Learning; Relevance (Education); Student Participation; Teaching Methods; Teaching Models; Teamwork; Theory Practice Relationship; *Transformative Learning

ABSTRACT

This book provides information and strategies on how adult educators can integrate action learning concepts in their teaching practice. The book defines action learning as going beyond the traditional idea of "learn by doing" and applies it to various organizational cultures and educational contexts. Chapter 1 introduces the origins of action learning, its governing philosophy, and basic principles and requirements. Chapter 2 presents five domains of practice and 16 contexts in which action learning can be applied. Chapter 3 examines methods by which an instructor can gain students' commitment to the action learning process. Chapters 4 and 5 discuss the following topics: (1) selecting models; (2) establishing time frames; (3) identifying problems; (4) specifying the terms of students' participation; (5) phases of the action learning process; and (6) implementation issues. Chapter 6 summarizes the forces and barriers that may assist or hinder the application of action learning in specific contexts. Chapter 7 discusses the transformative potential of action learning. Chapter 8 provides checklists and reminders, tips on how to customize an action learning program, and pointers on how to deal with diverse settings. The book contains a glossary, a bibliography, 62 references, and a 17-page index. (AJ)

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